

SEE (Oldham) **Level 1 Qualification in Sports Leaders (Academic Year: 2025/26)**

Use sports to deliver fun and engaging physical activities for learners' peers and the wider community. Learners will plan, lead and evaluate sessions over a number of tutored hours and demonstrate their leadership skills as part of their assessment.

Objective

The Level 1 Qualification in Sports Leadership is a nationally recognised qualification that enables successful learners to assist in leading purposeful and enjoyable sport/physical activity, under direct supervision.

Responsibility of leading safe sessions as a sports leader

A level 1 sports leader is required to be supported and guided at all times by their tutor (or responsible person at the organisation they are leading in). The responsible person will be required to advise the learner on risk assessments and how these should lead in line with the organisation's safety guidance. Once qualified, the sports leader will be able to assist in leading sports/physical activities under direct supervision.

Demonstration of leadership hours

Unit	Leadership hours required
Unit 2 Plan, assist in leading and review sport/physical activities	One hour of leadership to peers in their community

When a learner is asked to deliver an activity within their community this can be done for any of the following:

- Education provider
- Home environment
- Digital or virtual environment
- The community local to the learner (e.g. at sports clubs, youth clubs, etc.)

Assessment

The Leadership Skills Foundation provide an easy-to-use learner evidence record for this qualification. The learner evidence record is mandatory and uses the following assessment methods:

- Practical observation
- Written tasks (task worksheets provided in the learner evidence record)
- Plans and evaluations

Reasonable adjustments

To assist you with the delivery and assessment of this qualification the Leadership Skills Foundation provide you with the following delivery and support resources:

- This qualification specification
- Learner evidence record
- Tutor resource presentation slides for each unit
- Internal verification forms
- Internal assessment record
- Quality assurance review checklist

Progression

This qualification has a progression pathway to the Level 2 Qualification in Community Sports Leadership.

Unit Overview

Units All units are mandatory	Tutor hours (or guided learning)	Directed study	Total qualification time (TQT)	
Unit 1 Establishing leadership skills	8	3	11	
Unit 2 Plan, assist in leading and review sport/physical activities	15	5*	20	
	23	8	31	3 credits

* Includes one hour demonstration of leadership to complete in unit 2

Note: The learner needs to be assessed for, and pass all, assessment criteria from units 1 and 2 before leading any of the one hour leadership required for this qualification.

Units, learning outcomes and assessment criteria

Unit 1 - Establishing leadership skills.

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Know the skills and behaviours needed to lead others		
1.1 Outline why the identified skills will be necessary for a sports leader	Outline why the five skills (communication, self-belief, teamwork, self-management, problem solving) are necessary for a sports leader.	Task 1.1 Leadership skills and behaviours
1.2 Outline the effect that behaviours can have on leadership skills	Outline the effect that behaviours can have on each of the five skills (two behaviours per skill).	
Learning outcome 2 – Know how leadership skills and behaviours can be used in a range of situations		
2.1 Outline how the identified skills and behaviours might be used in different areas of life	Outline the positive impact the five skills might have on other areas of life.	Task 1.2 Using leadership skills and behaviours in other environments
Learning outcome 3 – Be able to develop own leadership skills		
3.1 Audit own leadership skills	Carry out an audit of and create an action plan to develop own leadership skills.	Task 1.3 Reflecting on the leadership skills you have used
3.2 Create an action plan for developing leadership skills		
3.3 Reflect on the development of own leadership skills against an action plan		
Learning outcome 4 – Understand the roles and responsibilities of a sports leader		
4.1 Outline the responsibilities of the roles that a sports leader might take on	Outline the responsibilities, key skills and behaviours for each of the following roles – referee/umpire, safety officer, scorer, timekeeper, coach, manager/organiser.	Task 1.2 Using leadership skills and behaviours in other environments

Unit 2 – Plan assist in leading and review sport/physical activities.

Assessment criteria	Minimum action required	What needs to be completed
Learning outcome 1 – Be able to plan appropriate sport/physical activities		
1.1 Plan sport/physical activities	Plan a minimum of two activities.	Task 2.1 Plan, assist in leading and review sport/physical activities
Learning outcome 2 – Be able to assist in leading appropriate sport/physical activities		
2.1 Use effective communication skills when assisting in the leading of sport/physical activities	Use at least two different verbal and at least two non-verbal communication methods effectively. Demonstrate active listening on at least one occasion.	Task 2.1 Plan, assist in leading and review sport/physical activities
2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities	Demonstrate effective organisation on at least one occasion.	
2.3 Use effective motivation methods when assisting in the leading of sport/physical activities	Use at least two motivational methods effectively.	
2.4 Adapt an activity in line with the needs of the participant(s)	Adapt an activity in line with the participants' needs on at least one occasion.	
2.5 Lead sport/physical activities	Assist in leading a minimum of two x 10 minute sport/physical activities.	
	Complete an additional one hour demonstration of leadership.	Task 2.2 Leadership Log
Learning outcome 3 – Be able to review their role in the leading of sport/physical activities		
3.1 Review own role in leading sport/physical activities	Review the role they played to include: • elements that were successful; • elements that were less successful; • an outline of how the review will be used to improve future activities.	Task 2.1 Plan, assist in leading and review sport/physical activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Unit 1 – Learning outcome 1 1.1, 1.2, Describe key leadership skills such as communication, organisation, motivation, teamwork, and confidence Identify positive behaviours (e.g., respect, encouragement, patience) and negative behaviours (e.g., shouting, poor listening). Explain how behaviours influence leader credibility, participant motivation, and the overall success of a session. Unit 1 – Learning outcome 2 2.1 Outline how the identified skills and behaviours might be used in different areas of life	Unit 1 – Learning outcome 3 3.1, 3.2, 3.3 Audit own leadership skills Create an action plan for developing leadership skills Reflect on the development of own leadership skills against an action plan	Unit 1 – Learning outcome 4 4.1 Outline the responsibilities of the roles that a Sports Leader might take on Unit 2 – Learning outcome 1 1.1 Demonstrate understanding of what makes a safe and inclusive sports activity	Unit 2 - Learning outcome 2 2.1, 2.2 Assist in planning a basic sports/physical activity session Identify the equipment, space, and organisation needed	Unit 2 – Learning outcome 2 2.3, 2.4 Contribute to setting up a safe sports activity Contribute to delivering part of the planned activity session	Unit 2 – Learning outcome 2 2.5 Unit 2 - Learning outcome 3 3.1 Gather feedback from participants and make improvements Review own performance as an assistant leader
Assessment	Short written task explaining 3–5 key leadership skills and why they are important. Teacher Q&A during practical warm-up activity to check understanding. Behaviour analysis worksheet (positive vs. negative behaviours and effects).	Completed self-audit checklist (strengths, areas for development). Teacher discussion verifying accuracy of self-audit. Submission of audit in leadership portfolio.	Written summary of responsibilities (safety, equipment, instructions, inclusivity). Group discussion demonstrating understanding of roles. Completion of a matching or categorisation task (leader roles vs. responsibilities).	Safety and inclusivity checklist completed for a sample session. Teacher observation during equipment set-up, focusing on hazard awareness. Short quiz on safety rules and inclusive practice.	Equipment list and space setup diagram. Observation during set-up showing correct and safe organisation. Practical observation by teacher assessing communication, clarity, and safety. Peer feedback on clarity of instructions and confidence. Short reflection on what went well in their delivery section	Formal written review covering strengths, challenges, and improvements. Teacher observation notes confirming their contribution to the session. Updated action plan or next-step goals based on leadership review.

Year 9	Unit 1 – Learning outcome 1 1.1, 1.2, Outline why the identified skills will be necessary for a Sports Leader Outline the effect that behaviours can have on leadership skills Unit 1 – Learning outcome 2 2.1 Outline how skills and behaviours might be used in different areas of life	Unit 1 – Learning outcome 3 3.1, 3.2, 3.3 Audit own leadership skills Create an action plan for developing leadership skills Reflect on the development of own leadership skills	Unit 1 – Learning outcome 4 4.1 Unit 2 – Learning outcome 1 1.1 Outline responsibilities of roles that a Sports Leader might take on Demonstrate understanding of what makes a safe and inclusive sports activity	Unit 2 - Learning outcome 2 2.1, 2.2 Assist in planning a basic sports/physical activity session Identify equipment, space, and organisational needs	Unit 2 – Learning outcome 2 2.3, 2.4 Contribute to setting up a safe sports activity Contribute to delivering part of the planned activity session	Unit 2 – Learning outcome 2 2.5 Unit 2 - Learning outcome 3 3.1 Students will produce a detailed review evaluating their leadership effectiveness during planning, setup, and delivery. They will reference their action plan, identify strengths Students will gather structured verbal or written feedback from participants, identify strengths and improvement areas
Assessment	• Teacher Q&A during practical warm-up to check comprehension. • Portfolio evidence. • Practical observation • Reflections	• Personal leadership audit sheet. • Audit stored in leadership portfolio. • Written action plan	• Peer or teacher feedback included. Written summary of responsibilities.	• Teacher observation during set-up. • Short quiz on safety and inclusion. • Equipment checklist and space diagram.	• Self-evaluation • Photos/diagrams • Peer feedback form.	• Feedback sheets. • Portfolio • Action plan with new targets.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit 1 – Learning outcome 1 1.1, 1.2, Give detailed explanations of how specific skills impact the success of sessions. Provide examples from real leadership experience, not hypothetical scenarios. Analyse how poor leadership skills directly affect safety and participation. Explain how a leader's emotional regulation (tone, body language, confidence) affects session outcomes. Unit 1 – Learning outcome 2 2.1 Compare how leadership skills differ when applied at school, in sports clubs, in part-time jobs, or in family responsibilities.	Unit 1 – Learning outcome 3 3.1, 3.2, 3.3 more advanced self-audit, including self-rating scales, justification, and evidence from sessions. A fully structured SMART action plan including outcomes, timescales, review points and criteria for success. Discuss how feedback shaped improvements, showing maturity in accepting constructive criticism. Identify long-term leadership goals relevant to Year 11, volunteering, or coaching pathways.	Unit 1 – Learning outcome 4 4.1 Explain responsibilities in the context of leading younger pupils, mixed-ability groups, or unfamiliar sports. Discuss legal and safeguarding considerations appropriate for their age level (e.g., safe environment, reporting concerns). Demonstrate ability to anticipate and prevent safety issues, not just identify them. Unit 2 – Learning outcome 1 1.1 Conduct independent risk assessments with teacher verification. Adapt sessions for specific needs (SEND, fitness levels, age groups).	Unit 2 - Learning outcome 2 2.1, 2.2 Take lead roles in session planning rather than supporting roles. Include progressions and regressions within their plans to show adaptability. Justify space and equipment choices based on participant ability, sport-specific needs, and safety considerations. Organise groups using leadership strategies (rotations, grouping by challenge level).	Unit 2 – Learning outcome 2 2.3, 2.4 Set up equipment independently, then verify with teacher checks. Demonstrate confident hazard identification and problem-solving (e.g., adjusting stations). Lead longer, more complex parts of sessions than in Year 9. Demonstrate advanced communication skills (clear demonstrations, varied instruction methods). Manage small groups independently with minimal teacher intervention.	Unit 2 – Learning outcome 2 2.5 Unit 2 - Learning outcome 3 3.1 Use structured feedback tools (questionnaires, simple Likert scales, peer reviews). Analyse feedback to identify specific areas for development (not generic comments). Offer realistic, targeted improvements rooted in performance evidence. Produce high-level written reviews with analysis, not description, referencing evidence from delivery. Identify long-term development targets linked to future leadership pathways (coaching, sports volunteering, CCF, prefect roles, etc.). Incorporate peer, teacher, and participant feedback into their review.
Assessment	- Written response to scenarios - Practical assessment - Group presentation - Teacher rubric assessing quality of explanation, examples, and relevance	- Self-audit - Short interview with teacher - Peer feedback	- Safeguarding awareness quiz - SMART action plan - Risk assessment sheet	- Session plan - Equipment & space diagram - Observations - Formal delivery observation - Peer feedback	- Student reflection - Peer feedback	- Short survey or verbal questioning - Final improvement plan for next term or Level 2 pathway.

Year 11	Unit 1 – Learning outcome 1 1.1, 1.2, Unit 1 – Learning outcome 2 2.1 Unit 1 – Learning outcome 3 3.1, 3.2, 3.3 Explore how behaviour either strengthens or weakens leadership. Analyse key leadership skills Apply leadership skills to further education, employment, sports coaching Conduct a final, comprehensive leadership audit. Produce a detailed SMART target plan focused on post-Level-1 progression.	Unit 1 – Learning outcome 4 4.1 Unit 2 – Learning outcome 1 1.1 Unit 2 - Learning outcome 2 2.1, 2.2 Deep dive into responsibilities: safety, inclusion, equipment care, communication, establishing rules, professional conduct. demonstrate understanding of what makes a safe and inclusive sports activity Assist in planning a basic sports activity session Advanced planning of resources: layout diagrams, group rotations, safety zones	Unit 2 – Learning outcome 2 2.3, 2.4 Independent setup with minimal teacher direction. Demonstrate hazard awareness and proactive risk management. Lead a major portion of session (5–10 minutes). Deliver clear instructions, demonstrations, safety guidance, and adaptations.	Unit 2 – Learning outcome 2 2.5 Unit 2 - Learning outcome 3 3.1 Collect structured feedback through surveys or questioning. Analyse strengths and weaknesses in depth Reflect at an advanced level on planning, setup, delivery, and session outcomes. Evaluate leadership strengths and areas needing improvement.	
Assessment	• SMART action plan. • written leadership reflection • Updated future leadership goals • Short recorded interview	• Space/equipment diagram with explanations. • self-assessment of setup role. • Annotated photos of setup.	• Formal leadership observation score (communication, safety, control, engagement). • Peer and participant feedback forms. • Written evaluation of performance.		